**Susana Cardenas**

**Lesson: Taking Ownership of Our Planet**

**Grade 2**

**Duration: Two periods, (45 minutes each)**

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| **Learning Objective** | Students will learn how take ownership of their planet and contribute to keeping it clean. |
| **Overview** | Students will answer the questions “Where do people need to survive?”, “How does our planet Earth contribute to our survival?” Students will learn about the importance of the natural elements that people need to survive and how our planet provides them for us. They will learn about how some of modern day activities and people’s actions can affect the quality of our air, water, land, and overall living environment. Students will also learn how people and animals are being negatively affected by pollution and what things they can do to help clean up the Earth. |
| **Teacher**  **Standards** | Domain 2 Instruction  Component 2C Engaging Students in Learning |
| **Student**  **Standards** | **ELA/Literacy**  W.2.8:  Recall information from experiences or gather information from provided sources  to answer a question.  SL.2.1:  Participate in collaborative conversations with diverse partners about Grade 2  topics and texts with peers and adults in small and larger groups.  SL.2.3:  Ask and answer questions about what a speaker says in order to clarify  comprehension, gather additional information, or deepen understanding of a topic or issue.  L.2.3:  Use knowledge of language and its conventions when writing, speaking, reading  or listening.  **Strand 2.4**  **Environment and Society**  **Guideline A**—Human/environment interactions—Learners understand that people  depend on, change, and are affected by the environment.  **Guideline C**—Resources—Learners understand the basic concepts of resource  and resource distribution. |
| **Materials and Resources** | * Construction Paper * Crayons * Scissors * Glue |
| **Procedure:** | * Students will be presented with a science vocabulary chart. * “What do you think people need to survive?” Students will be given about a minute to think about this question and then they will turn and talk to their partner about their thoughts. * Students will then learn about how the air that we breath, and the water that our planet provides are necessary for people’s survival. * Teacher will walk around the classroom and listen to student’s comments. * Students will share their opinions on what they think that people need in order to survive. * Students will watch the “Earth Facts Kids/Earth Songs for Kids”, <https://www.youtube.com/watch?v=gKdxPw9HDUs>. * Teacher will provide sentence starters to engage students in discussion about the importance of our environment and how it relates to human survival. * Students will learn length about the dangers of pollution to our water and air, and to the overall environment. * Students will watch the “Pollution: A Guide for Kids by Tiki the Penguin” video <http://tiki.oneworld.org/pollution/pollution_home.html>. * Students will turn and talk about ways that people can prevent creating more pollution. * Students will share answers and teacher will write the answers on the board. * Students will take notes in their science notebooks on their own responses and on the responses that the teacher writes on the board. * During the second period students will be provided with a piece of construction paper to trace and cut the shape of their hand. * Following a model provided by the teacher, students will glue the hand onto another color construction paper and write on the bottom of the sheet “I promise to take care of the earth by”… * Students will fill in the sheet with ways that they can help the environment. They can use the notes that they took, as well as use suggestions like planting trees, not littering, sharing their toys and clothes, etc. * The posters can be displayed in the classroom’s science section. |
| **Assessment** | * Teacher will read student’s responses on their posters. |

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|  | **4** | **3** | **2** | **1** |
| **Science concepts/**  **Content** | **I fully understood the concept and was able to clearly explain it to my science partner** | **I mostly understood the concept and was able to explain it to my science partner** | **I understood some of the concept and explained it to my science partner** | **I didn’t understand the concept and/or wasn’t able to explain it to science partner** |